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ABSTRACT

This paper is a brief policy statement concerning evaluation procedures and criteria for administrators in the Baltimore City Public Schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system. (LD)

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BALTIMORE CITY PUBLIC SCHOOLS

PERFORMANCE EVALUATION OF SCHOOL BASED ADMINISTRATORS

EA 012 178

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Baltimore City Public Schools

Performance Evaluation of School Based Administrators

Philosophy

Administrators in Baltimore City Public Schools are responsible for maintaining a sound educational climate in each school. Such a climate includes the implementation of policies and goals set by the Board of School Commissioners and the Superintendent.

Careful planning by the administrator requires interaction with students, staff, parents and other community representatives. As a result of effective community action and involvement of appropriate persons, school-based goals are used to provide the best possible educational program for each student.

A school atmosphere conducive to learning is also the responsibility of the building level administrator. The successful administrator must constantly assess programmatic situations and render just and equitable decisions. Professional growth and individual development must be encouraged, counseled and nurtured through a carefully designed program of pre-service/in-service activities. Use must be made of school-based, city-wide, and community-oriented resource personnel.

Professionally, the administrator is constantly obligated to seek knowledge concerning current programs and practices in education. All administrators must become *role models* for their schools, accentuating those positive behaviors necessary and acceptable in a productive society.

Administrator Evaluation Procedure

Evaluatee's Worksheet for Submittal to Superiors

Each administrator will submit a statement of goals and objectives for the area of responsibility between August 15 and September 30. In the case of newly appointed administrators this statement will be submitted on a date mutually agreed upon by the administrator and the immediate supervisor but in no case later than sixty (60) days after the administrator assumes the position to which she or he is appointed. These goals will be agreed upon by the administrator and the immediate supervisor.

First Conference Report

Objectives and goals are subject to modification upon mutual agreement in writing or in a conference between the parties concerned no later than September 30. By this date, the First Conference Report form will be completed and copies retained by the evaluatee and the evaluators.

Second Conference Report

The second appraisal session between the administrator and the immediate supervisor will be held no later than January 15. The appraisal session will measure performance of the administrator in meeting responsibilities as well as progress toward attainment of the established goals and objectives. At this time, the Second Conference Report form will be completed.

Continuing communication between the administrator and the supervisor is desirable and necessary. Further formal conferences until the end-of-year conference may be held at the discretion of the administrator and/or the immediate supervisor. The result of such conferences will be summarized in writing and signed by both parties.

End-of-Year Conference Report

The final evaluation session will involve the same procedure as the second appraisal session and will be conducted between May 1 and June 30.

Exceptions to the Administrative Evaluation

Should the administrator take exception to the performance evaluation, the administrator may seek redress available via the appropriate administrative procedures.

Performance Criteria and Indicators

Educational Leadership

(1) ASSESSES THE IMPLEMENTATION OF THE INSTRUCTIONAL PROGRAM CONTINUALLY AND ACHIEVES EFFECTIVE WAYS TO BRING ABOUT IMPROVEMENT

Indicators:

(a) Meets with instructional leaders in the building (e.g., department heads/senior teachers) on a regular basis to discuss the instructional program
(b) Meets with teachers to discuss instructional program
(c) Oversees the grouping of students for effective instruction
(d) Interacts with students to aid in determining the effect of the instructional program

(2) EVALUATES THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM IN TERMS OF STUDENT NEEDS AND GROWTH

Indicators:

(a) Visits classrooms to monitor programs
(b) Analyzes formal and informal test results in terms of total school outcomes

(c) Monitors pupil growth on a class-by-class and/or subject-by-subject basis
(d) Analyzes formal and informal test results in terms of individual program components

(3) CONTINUALLY SEARCHES FOR OPPORTUNITIES TO INITIATE AND IMPLEMENT PROGRAMS AND PROCEDURES WHICH SHOW PROMISE OF ENHANCING STUDENT GROWTH

Indicators:

(a) Keeps abreast of current trends in education
(b) Is aware of programs going on within the school system
(c) Seeks ideas from educators, parents and community people for suggestions that will meet the educational needs of each student
(d) Evaluates proposed new program carefully before putting it into operation

(4) WORKS COOPERATIVELY WITH TEACHERS AND RESOURCE PERSONNEL IN THE DEVELOPMENT OF THE INSTRUCTIONAL PROGRAM

Indicators:

(a) Assesses, together with teaching and resource personnel, the educational needs of the students relative to the philosophy, goals and objectives of the school
(b) Plans programs in view of the assessed needs of students
(c) Plans with staff and resource personnel instructional modes to meet identified exceptional needs of students

(5) SUPERVISES TEACHER PERFORMANCE (E.G., GIVES FAIR AND ACCURATE APPRAISAL AND EFFECTIVE SUPPORT)

Indicators:

(a) Defines with staff the instructional expectations which are required of all staff
(b) Gives fair and accurate appraisal in the observation of teaching performance
(c) Provides guidance and support for the improvement of identified areas of weakness
(d) Communicates to the teacher positive as well as negative critique
(e) Provides guidance and support for teachers and staff to carry out their creative ideas

(6) ORGANIZES AND USES HUMAN RESOURCES TO AID STUDENT ADJUSTMENT AND MEET STUDENT NEEDS

Indicators:

(a) Utilizes, to the fullest extent possible, individual staff skills and interests in making teaching assignments
(b) Creates within the school day opportunities for inter- and intra-disciplinary instruction
(c) Utilizes resources citywide and within the immediate community to aid in student adjustment and meet student needs
(d) Makes use of the strengths and skills of students within the building to aid the growth and development of the entire student body

(7) DEVELOPS, PLANS, AND ENCOURAGES PROFESSIONAL GROWTH ACTIVITIES

Indicators:

(a) Makes available to staff information relative to workshops offered by the school system and offerings in education made by colleges and universities
(b) Recognizes areas of skill needs and strengths within the faculty and plans staff development programs in accordance
(c) Recommends areas of study to individual staff members as needed
(d) Encourages professional growth activities through staff use of professional materials and resources, and staff exchange of professional ideas

Management Ability

(1) BUDGETS TIME TO PROVIDE A BALANCE BETWEEN ADMINISTRATIVE AND SUPERVISORY DUTIES

Indicators:

(a) Delegates responsibilities to approoriate staff persons
(b) Accomplishes written reports with dispatch and efficiency
(c) Exhibits a command of supervisory skills which permit effective use of time allocated to supervisory tasks
(d) Allocates time on a given day in accordance with the demands of the day-to-day situation

(2) MAKES DECISIONS IN LINE WITH SYSTEM POLICY

Indicators:

(a) Is conversant with the goals of the System as outlined by the Superintendent
(b) Is aware of operational policies and procedures as described in the *Administrative Handbook*
(c) Is familiar with the school system's administrative organization and therefore able to direct questions concerning policies and procedures to the appropriate staff person
(d) Carries out System policies as they are communicated

(3) MONITORS THE IMPLEMENTATION OF A DECISION EFFECTIVELY ONCE IT HAS BEEN MADE

Indicators:

(a) Assigns decision implementation roles to appropriate staff persons
(b) Provides assistance and encouragement as needed during the implementation process
(c) Requires and seeks out feedback as to the progress of the implementation process
(d) Provides active leadership in readjustment of the implementation process as the situation warrants

(4) ANALYZES PROBLEMS EFFECTIVELY AND DETERMINES APPROPRIATE ACTION FOR THEIR SOLUTION

Indicators:

(a) Identifies and articulates well the parameters of a problem situation
(b) Breaks a problem into its component parts
(c) Identifies several possible solutions to a given problem
(d) Perceives the short-range and long-range ramifications of a decision
(e) Justifies the reasoning behind a given decision

(5) SEEKS AND USES WHEN APPROPRIATE THE ADVICE AND INSIGHTS OF STAFF, STUDENTS, AND COMMUNITY FOR BALANCED INPUT IN DECISION MAKING

Indicators:

(a) Establishes both formal and informal groups within the building to serve as both "sounding boards" and originators for decision formulation
(b) Defines carefully those decision situations where student input is needed and then seriously seeks out such input
(c) Defines carefully those decision situations where community input is needed and then seriously seeks out such input

(d) Weighs carefully the input from all groups concerned in a decision situation before arriving at a final decision

(6) ORGANIZES AND UTILIZES EDUCATIONAL AND CLASSIFIED STAFF EFFICIENTLY AND EFFECTIVELY IN THE PURSUIT OF PROGRAM GOALS AND OBJECTIVES

Indicators:

(a) Makes reasonable requirements of staff
(b) Assigns staff resources (both quantitatively and qualitatively) to program requirements without regard for personal bias and inclination
(c) Assesses staff assignments for possible changes in deployment in light of changing program needs
(d) Makes it possible for students, staff, parents, and community to maintain an effective physical building environment
(e) Allocates funds and keeps accurate records to assist in the implementation of program goals and objectives

(7) ESTABLISHES POSITIVE RELATIONSHIPS WITH THE COMMUNITY IN ORDER TO MAKE THE SCHOOL SYSTEM'S MISSION EFFECTIVE

Indicators:

(a) Assists parents in the formation and maintenance of parent organizations within the school
(b) Develops relationships with community leaders which extend awareness of the school's mission into the community at large
(c) Promotes staff interaction with the community through assemblies, special programs and other events to which the community is invited

Organizational Climate

(1) ESTABLISHES AND MAINTAINS COMPREHENSIVE AND SYSTEMATIC PROCEDURES FOR COMMUNICATION WITH STUDENTS, STAFF, AND PARENTS

Indicators:

(a) Develops needed expectations with students, staff, and parents
(b) Reviews expectations orally as needed with students, staff, and parents
(c) Communicates in writing the routine building policies and procedures
(d) Communicates policy and procedural changes in clear and concise written language
(e) Establishes formalized procedures for receiving input from students, staff, and parents

(2) WORKS FOR INTERACTION BETWEEN THE SCHOOL AND COMMUNITY TO ACHIEVE MUTUAL UNDERSTANDING AND ASSISTANCE

Indicators:

(a) Communicates school concerns and needs to community members on an informal and formal basis
(b) Lends support to community concerns which directly or indirectly affect the school
(c) Participates in community events and programs
(d) Develops professional and personal relationships with community opinion leaders
(e) Meets on a regular basis with parents of students
(f) Seeks to have representative members of the school community to give input to the school

(3) WORKS SKILLFULLY WITH DIVERSE GROUPS TO ACHIEVE PURPOSE, CLARITY AND RESOLUTION OF CONFLICTS

Indicators:

(a) Is accessible to students, staff, parents and community
(b) Serves as mediator between conflicting interest groups within the school organization
(c) Identifies potential conflict situations and initiates steps which will prevent the situation from developing
(d) Involves disparate interest groups within the building in the formulation of all major policy and programmatic decisions

(4) CREATES AN ENVIRONMENT WHICH PERMITS AND ENCOURAGES FULL UTILIZATION OF BOTH STAFF AND STUDENT TALENTS AND CREATIVE ENERGIES

Indicators:

(a) Seeks to discover and use the strengths of each staff member
(b) Establishes an open atmosphere where it is acceptable for teachers to try new techniques
(c) Identifies methods for helping students to discover and develop their strengths and talents
(d) Offers positive reinforcement for students and staff

(5) FACILITATES A FREE AND OPEN FLOW OF COMMENTS, CRITICISMS AND SUGGESTIONS

Indicators:

(a) Encourages suggestions, ideas, and feedback from students, staff, parents, and community
(b) Listens with an open mind to suggestions
(c) Accepts divergent thinking
(d) Maintains in meetings with groups of staff an atmosphere which permits free and open expression of teacher concerns and opinions
(e) Exhibits professionalism in keeping confidences

Personal and Professional Development

(1) HAS GOOD PHYSICAL AND EMOTIONAL HEALTH, STRONG WORK CAPACITY, AND RESILIENCE FOR DEMANDING ASSIGNMENTS

Indicators:

(a) Shows evidence of sound emotional adjustment; is calm, poised and mature in reactions
(b) Possesses the health and vitality needed to meet the responsibilities of the job
(c) Deals with difficult or unpleasant problems
(d) Shows initiative and displays enthusiasm
(e) Meets frustration without becoming hostile toward teachers, pupils, administrators, clerical personnel, and others
(f) Works effectively with others

(2) EVALUATES SELF CONTINUOUSLY IN AN EFFORT TO IMPROVE EFFECTIVENESS

Indicators:

(a) Participates with the teachers and other staff members in the analysis of self-progress
(b) Makes use of the results of the evaluation for continuous development
(c) Maintains an efficient procedure for self-evaluation
(d) Makes use of an effective procedure for securing, recording, and using information about the school and its progress
(e) Recognizes the importance of all employees to the

school system and deals understandingly with those employees
(f) Displays sustained effort and enthusiasm in the quality and quantity of work accomplished

(3) SETS AN APPROPRIATE EXAMPLE FOR STUDENTS AND TEACHERS IN BOTH APPEARANCE AND DEMEANOR

Indicators:

(a) Presents appropriate professional appearance
(b) Shows genuine respect, concern and warmth for others—for both children and adults
(c) Is sensitive to the reactions of other persons; deals with them understandingly
(d) Accepts suggestions or criticism intelligently and in spirit of mutual goodwill

(4) AVAILS SELF OF THE OPPORTUNITY FOR IMPROVEMENT BY ATTENDING WORKSHOPS, GRADUATE SCHOOL, PROFESSIONAL MEETINGS AND CONFERENCES

Indicators:

(a) Demonstrates adequacy in professional background
(b) Takes advantage of opportunities for professional growth that are available beyond the requirements of the System
(c) Attempts to use ideas and suggestions gleaned from professional magazines and bulletins
(d) Continues professional study, attends professional meetings regularly and reads current professional literature

(5) COMMUNICATES EFFECTIVELY BEFORE GROUPS, SPEAKS DISTINCTLY, USES STANDARD ORAL AND WRITTEN ENGLISH

Indicators:

(a) Interprets the school program and policies to the community as occasion permits
(b) Is alert to the specific needs of the community which relate to the schools served and program offered
(c) Serves as a model for teachers and students by observing the conventions of oral standard English
(d) Keeps the community informed concerning the school program
(e) Speaks clearly and effectively

(6) PARTICIPATES IN SYSTEM AND REGIONAL ACTIVITIES AND SHARES RESPONSIBILITY FOR THE GOOD OF THE TOTAL SCHOOL SYSTEM

Indicators:

(a) Is active in professional activities related to work
(b) Makes self available to the staff and patrons of the school system for discussion of problems
(c) Works cooperatively with all departments of the school system
(d) Complies with rules and regulations

Recommended Actions

EVALUATION	FIRST YEAR	SECOND YEAR
Outstanding Performance	—Certificate —Travel opportunity(ies) for professional enrichment —Recognition as resource person for the system	—Certificate —Travel opportunity(ies) for professional enrichment —Recognition as resource person for the system
High Quality Performance	—Letter of commendation —Recognition as resource person for the system	—Letter of commendation —Recognition as resource person for the system
Professionally Competent		
Needs Improvement	—Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshop, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance. —Transfer, based upon needs of the system.	—Permit staff member to return voluntarily to the next lower classification without prejudice. —Retain with support. —A less than "professionally competent" rating for the third year will result in mandatory application of the recommended action for second year "unacceptable performance." —Transfer, based upon needs of the system.
Unacceptable Performance	—Retain with support—agreed upon courses of action to be outlined in the first conference report; said report may include suggested university courses, administrative workshops, prescribed procedures for communication. Mandatory monthly conferences with directions and guidance. —Transfer based upon needs of the system. —Permit staff member to return voluntarily to the next lower classification without prejudice.	—Permit staff member to return voluntarily to next lower classification with prejudice. —Upon receipt of "unacceptable performance," the staff member shall be demoted.

FORMS FOR PERFORMANCE EVALUATION OF SCHOOL BASED ADMINISTRATORS
BALTIMORE CITY PUBLIC SCHOOLS

Name _____ Social Security # _____ School # _____

Position _____ Supervisor's Name _____ Position _____

CHECK ONE

☐ **Evaluatee's Worksheet for Submittal to Superior** - Submitted on or before September 30 or the agreed upon date in the case of newly appointed administrators. List the objectives and goals to which you and your staff will give major attention during the new school year. (These goals should support and make operational the systemwide goals.)

☐ **First Conference Report** - Submitted on or before September 30 or the agreed upon date in the case of newly appointed administrators. The following is a list of goals and objectives to be considered for the new school year in the evaluation process of the above administrator. (These goals have been agreed upon by the administrator and the evaluator.)

☐ **Second Conference Report** - Submitted on or before January 15 or the agreed upon date in the case of newly appointed administrators. The following is a report of the conference held to discuss progress towards programs, goals, and objectives of the above administrator.

_____

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_____ _____

Administrator's Signature *Supervisor's Signature*

_____ _____

Date *Date*

EVALUATION FORM

	PERFORMANCE CRITERIA	U	NI	PC	HQ	O	SUPPORTING STATEMENTS
Educational Leadership	Assesses the implementation of the instructional program continually and achieves effective ways to bring about improvement.						
	Evaluates the effectiveness of the instructional program in terms of student needs and growth.						
	Continually searches for opportunities to initiate and implement programs and procedures which show promise of enhancing student growth.						
	Works cooperatively with teachers and resource personnel in the development of the instructional program.						
	Supervises teacher performance (e.g., gives fair and accurate appraisal and effective support).						
	Organizes and uses human resources to aid student adjustment and meet student needs.						
	Develops, plans, and encourages professional growth activities.						
Management Ability	Budgets time to provide a balance between administrative and supervisory duties.						
	Makes decisions in line with system policy.						
	Effectively monitors the implementation of a decision once it has been made.						
	Analyzes problems and determines appropriate action for their solution.						
	Seeks and uses when appropriate the advice and insights of staff, students, and community for balanced input in decision making.						
	Organizes and utilizes educational and classified staff efficiently and effectively in the pursuit of program goals and objectives.						
	Establishes positive relationships with the community in order to make the school system's mission effective.						
Organizational Climate	Establishes and maintains comprehensive and systematic procedures for communication with students, staff, and parents.						
	Works for interaction between the school and community for their mutual understanding and assistance.						
	Works skillfully with diverse groups to achieve purpose, clarity, and conflict resolution.						
	Creates an environment which permits and encourages full utilization of both staff and student talents and creative energies.						
	Facilitates a free and open flow of comments, criticisms, and suggestions.						
Personal/Professional Development	Has good physical and emotional health, strong work capacity, and resilience for demanding assignments.						
	Evaluates self continuously in an effort to improve effectiveness.						
	Sets an appropriate example for students and teachers in both appearance and demeanor.						
	Avails self of the opportunity for improvement by attending workshops, graduate school, professional meetings and conferences.						
	Communicates effectively in front of groups, speaks distinctly, uses standard oral and written English						
	Participates in system and regional activities and shares responsibility for the good of the total school system.						
	TOTALS						= 25

ANY CHECK IN THE *U, NI,* OR *O* COLUMN REQUIRES A COMMENT IN THE *SUPPORTING STATEMENT* COLUMN WITH APPROPRIATE DOCUMENTATION AVAILABLE.

Performance Rating Scale and Criteria

PERFORMANCE RATING NOTATION	SYMBOL	PERFORMANCE RATING CRITERIA
Outstanding Performance	O	Consistently exceeds expected performance in accomplishing stated objectives and position requirements and manifests a discernable degree of initiative and innovation.
High Quality Performance	HQ	Exceeds expectations and demonstrates high level performance in accomplishing objectives and position requirements.
Professionally Competent	PC	Meets stated objectives and satisfies position requirements in a manner resulting in expected performance.
Needs Improvement	NI	Performs most position requirements in an acceptable manner, but needs improvement in designated areas.
Unacceptable Performance	U	Unsatisfactory, does not perform at an acceptable level of accomplishment.

Final Rating Determination

When *U* or *NI* performance ratings have been given, the rating is determined by the following table.

Number of *U's*	Number of *NI's*	RATING
7 or more	0 or more	*U*
6	2 or more	*U*
	1 or less	*NI*
5	4 or more	*U*
	3 or less	*NI*
4	6 or more	*U*
	5 or less	*NI*
3	8 or more	*U*
	7 or less	*NI*
2	10 or more	*U*
	9 or less	*NI*
1	12 or more	*U*
	11 or less	*NI*
0	14 or more	*U*
	13	*NI*
	12 or less	*PC*

When no *U* or *NI* performance ratings have been given, the rating is determined by the following table.

Number of *HQ's*	Number of *O's*	RATING
0-1	6 or less	*PC*
	7-17	*HQ*
	18 or more	*O*
2-3	5 or less	*PC*
	6-16	*HQ*
	17 or more	*O*
4-5	4 or less	*PC*
	5-15	*HQ*
	16 or more	*O*
6-7	3 or less	*PC*
	4-14	*HQ*
	15 or more	*O*
8-9	2 or less	*PC*
	3-13	*HQ*
	14 or more	*O*
10-11	1 or less	*PC*
	2-12	*HQ*
	13 or more	*O*
12-13	0	*PC*
	1-11	*HQ*
	12 or more	*O*
14-25	0-10	*HQ*
	11	*O*

END OF YEAR REPORT–CONFERENCE FORM

Administrator _____ Building or School _____ Date _____

Supervisor _____ Title _____

Final Rating of Administrator's Performance _____

The signature of the administrator indicates he/she has read the evaluation.

Evaluatee _____ Evaluator _____

By signing this form, the evaluatee verifies that the evaluation was read and discussed. The evaluatee does not necessarily have to agree with the contents. The evaluatee may attach comments.

ATTACH ANY ADDITIONAL INFORMATION TO THE BACK OF THIS SHEET

DISPERSAL LEGEND: Personnel–White/Evaluatee–Pink/Regional File–Canary/School File–Goldenrod

ADDITIONAL COMMENTS

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 385
Series 1978-79

May 18, 1979

PERSONNEL

Ref: Circular No. 351
Annual Evaluations:
Educational Staff
Paraprofessional Personnel

TO: All Principals, Heads of Central Office Units and Regional Superintendents

FROM: John L. Crew, Sr., Superintendent of Public Instruction
John G. Gist, Deputy Superintendent, Public Instruction
Lewis H. Richardson, Jr., Deputy Superintendent, Bureau of Fiscal and Business Management
Rebecca E. Carroll, Deputy Superintendent, Bureau of Education
Thomas W. Wallace, Acting Assistant Superintendent, Division of Personnel

Please be advised that all Paraprofessional personnel of the Baltimore City Public Schools are to be evaluated using the instruments Form A and/or B and C as applicable.

Paraprofessional personnel are those persons listed on the 362 and P62 payrolls which include:

1. Aides
2. Educational Assistants
3. Home Visitors
4. Parent Liaison Workers

All Paraprofessional personnel are to be evaluated in accordance with the procedures outlined in Circular No. 351.

Should you have any questions, please contact the Paraprofessional Personnel Center, Extensions 6-6884, 6-6885.

/bp
Attachments

NOTE: This form is used to evaluate all staff members.

BALTIMORE CITY PUBLIC SCHOOLS
FORM A-EVALUATION REPORT
Educational Staff Members

_____ _____ _____
Name of Staff Member Status School

_____
Grade or Subjects

This evaluation applies to the period from _____, _____ to _____, _____.

Based upon observation, the general estimate of the performance of the above staff member is (check one)

Satisfactory ☐ Unsatisfactory ☐

(For all satisfactory staff members list comments, if desired, on this form)

COMMENTS

(Attach Form B for Staff members with outstanding abilities; Attach Form C for Staff members with marked weakness or unsatisfactory ratings. If additional forms are used, please check the appropriate box listed below. Please attach Forms B and C to form A.

☐ Outstanding Abilities ☐ Marked Weakness ☐ Unsatisfactory

Report submitted by _____

Position _____ Date _____

This signature indicates that I have seen this form.

Staff Member _____ Date _____

34 03 0020

FORM B—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF INDIVIDUAL EDUCATIONAL STAFF MEMBERS WITH OUTSTANDING ABILITIES

(Supplement to Form II, Annual Evaluation)

Note: This form is to be filled out only for a person listed on *Form II*, in accordance with the note at the top of that form. Complete only those portions which apply.

Name _____ School _____ Date _____

Grade, Subject, or Assignment _____ Principal or Director _____ Signature

Unusual Skills, Outstanding Abilities and Contributions

(Relative to human relationships, technical skills, leadership, professional development, etc.)

Needs (Further experiences, training, etc.)

Greatest Potential (Area of work or type of position for which he might be considered)

349 03 0030

FORM C—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF INDIVIDUAL EDUCATIONAL STAFF MEMBERS WITH MARKED WEAKNESSES OR WHOSE WORK IS UNSATISFACTORY

(Supplement to Annual Evaluation Forms III and IV)

Note: This form is to be filled out only for a person listed on *Form III* or *Form IV*, in accordance with the notes at the top of those forms. Complete only those portions which apply.

Name_____ School_____ Date_____

Grade, Subject, or Assignment_____ Evaluation_____
(Satisfactory or Unsatisfactory)

Health (Attendance, ability to meet responsibilities of position, etc.)

Relationships (With pupils, parents, colleagues, and supervisory and administrative officers)

Classroom Management

Effectiveness of Instruction

Other Comments

Prognosis for Improvement (Conditions that might bring improvement, types of help needed, etc.)

Principal or Director_____
(Signature)

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 215
Series 1978-79

January 26, 1979

PERSONNEL

Semi-Annual Evaluation Report on Certain Professional Staff Members

TO: Principals, Regional Superintendents, Assistant Superintendents and Heads of Central Office Units

FROM: John L. Crew, Sr., Superintendent of Public Instruction
John G. Gist, Deputy Superintendent for Public Instruction
Lewis H. Richardson, Jr., Deputy Superintendent, Management Services
Rebecca E. Carroll, Deputy Superintendent, Bureau of Education
Thomas W. Wallace, Acting Assistant Superintendent, Personnel

A. As part of the professional leadership responsibility, each administrative officer is required to submit to the appropriate Regional Superintendent or other head of administrative units, a semi-annual evaluation for certain staff members in the listed categories.

Staff members include:

1. Per Diem substitute teachers who are in approved vacancies and on extended assignments
2. Provisional Teachers
3. Probationary Teachers
4. Elected teachers assigned in new areas of certification
5. Elected staff members who received less than satisfactory ratings for the past school year
6. Administrative staff members designated acting, part-time or temporary, e.g., senior teachers, evening school appointments
7. Staff members whose performances during the current rating period have been judged less than satisfactory

The forms which must be used during this rating period should be available at the building level, regional office or central office locations. It is the same form used for the Annual Evaluation. January 29, 1979 has been designated as the receipt date in central and regional offices. Cover memorandum of staff less than satisfactory should be forwarded by the Regional Superintendents to the Division of Personnel, Attention: Semi-Annual Evaluation. Supporting documents should be forwarded to Certification and Records no later than February 20, 1979.

B. At different times during the year you may be requested to submit an evaluation on a particular staff member. Such report(s) may be requested on an individual teacher whose performance is outstanding, as well as a teacher whose teaching proficiency is less than satisfactory. All staff members evaluated at the reporting period or later by special requests must be

apprised of the evaluation. It is required that staff rated unsatisfactory or Needs Improvement be counselled and receive the assistance necessary to remediate the deficiency.

Teachers' Evaluation Form

This form should be used for all classroom based teacher level persons as designated. (See attached)

Form A - Evaluation Report Forms

(a) For persons who are non-elected in teacher-level positions but who are not in the classroom, the old Form A Evaluation Report form will be used. This group will include all associates, counselors, librarians and specialized special education areas, social workers and school psychologists. All pertinent forms used with the Form A must accompany it. Use for Department Heads/ Senior Teachers.

In using Form A, rating officers should adapt the criteria of the Teachers' Evaluation Form introduced last year in reviewing the performance of the person being rated. Criteria eleven (11) should be directly applied and attendance reported on Form A.

Criteria II - "Meets Accepted Standards of Professional Behavior"

Indicators:

(a) Observes school policies and regulations
(b) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners
(c) Presents appropriate professional appearance
(d) Demonstrates physical and emotional adequacy consistent with the demands of the profession
(e) Shows respect for colleagues, students, parents, and other community members
(f) Listens and responds to concerns of others

(b) For administrative staff designated acting for the school year or whose performance is less than satisfactory, Form A should be submitted.

Questions

Please direct any questions regarding this circular to the Office of the Assistant Superintendent/Staff Director, 6-6803 or 6-6913.

/bp

NOTE: This form is used to evaluate all staff members.

BALTIMORE CITY PUBLIC SCHOOLS
FORM A-EVALUATION REPORT
Educational Staff Members

Name of Staff Member _____ Status _____ School _____

Grade or Subjects _____

This evaluation applies to the period from _____, ____ to _____, ____.

Based upon observation, the general estimate of the performance of the above staff member is (check one)

Satisfactory ☐ Unsatisfactory ☐

(For all satisfactory staff members list comments, if desired, on this form)

COMMENTS

(Attach Form B for Staff members with outstanding abilities; Attach Form C for Staff members with marked weakness or unsatisfactory ratings. If additional forms are used, please check the appropriate box listed below. Please attach Forms B and C to form A.

☐ Outstanding Abilities ☐ Marked Weakness ☐ Unsatisfactory

Report submitted by _____

Position _____ Date _____

This signature indicates that I have seen this form.

Staff Member _____ Date _____

*703013 E1-3

FORM I—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF EDUCATIONAL STAFF MEMBERS

School No._____ Date_____ _____Principal or Director_____
Signature

Note: Please list below two groups of persons, each group *in alphabetical order*. In Group I list every person whose name appears on the white payroll, except the head of the unit (principal, vice-principal-in-charge, teacher-in-charge, etc.). At the end of Group I write, "Group II (Those on other schools' payrolls)," and list every educational staff member whose name appears on another payroll but who works in the school on a regular basis. Evaluate the professional service of each person as S: Satisfactory, or U: Unsatisfactory. Attach a *Form A, Progress Report of Educational Staff Members,* for each probationary staff member, each special substitute who is in his first or second year of continuous service in the system, any special substitute whose work is not completely satisfactory, and each per diem substitute on an extended assignment.

Name (surname first)	Status* (**)	Evaluation
Group I (Those on school's payroll)		

* V.P.: Vice-Principal; Spec. Asst.: Special Assistant; Spec.: Specialist; Help. T.: Helping Teacher; H.D.: Head of Department; T.: Elected Teacher; Prob. T.: Probationary Teacher; S.S.: Special Substitute Teacher; P. D. Sub.: Per Diem Substitute on an extended assignment; Libr.: Librarian; Couns.: Counselor; Diet.: Dietician; Ther.: Therapist; Lab. or Shop Asst.: Laboratory or Shop Assistant.

(**) When a person works in the school less than full time, give the approximate number of days of service per week in parentheses.

703014 E1-4

FORM II—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF EDUCATIONAL STAFF MEMBERS WITH OUTSTANDING ABILITIES

School No. _____ Date _____ Principal or Director _____
Signature

Note: Please list below *in alphabetical order* those persons on *Form I* who have shown *marked general competence, unusual skill* in teaching some particular subject, or *outstanding ability* in some feature of the total school program. Attach a *Form B (yellow)* for each name listed, on which an appropriate evaluation of the person's abilities and contributions is given. If the person is a probationary staff member or a special substitute teacher in his first or second year of service, list his name below but do not complete *Form B (yellow)*. Instead, be sure appropriate comments concerning his marked abilities are given on *Form A, Progress Report of Educational Staff Members*, which is to be attached to *Form I*.

If no names are listed please return this form with "None" written across it.

Name (Surname first) *	Grade or Subject Taught

* Write "Prob. T.": Probationary Teacher, or "S.S.": Special Substitute, when applicable.

349 03 0060

FORM III — ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF EDUCATIONAL STAFF MEMBERS WITH MARKED WEAKNESSES

School No._____ Date_____ Principal or Director_____
Signature

Note: Please list below, *in alphabetical order*, those persons on *Form I* whose professional service was evaluated as satisfactory, but who have shown *marked weaknesses* in some aspects of the school program. Attach a *Form C (green)* for each name listed, on which an appropriate detailed evaluation of the person's abilities and weaknesses is given. If the person is a probationary staff member or a special substitute teacher in his first or second year of service, list his name below but do not complete *Form C (green)*. Instead, be sure appropriate comments are given on *Form A, Progress Report of Educational Staff Members*, which is to be attached to *Form I*. Please note that the principal should inform, not later than June 1, if he has not already done so, each individual of the weaknesses noted, giving suggestions which should help to bring about improvement.

If no names are listed please return this form with "None" written across it.

Name (Surname first) *	Grade or Subject Taught

* Write "Prob. T.": Probationary Teacher, or "S.S.": Special Substitute, when applicable.

703016 E1-6

FORM IV—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF EDUCATIONAL STAFF MEMBERS WHOSE WORK IS UNSATISFACTORY

School No._____ Date_____ Principal or Director_____
Signature

Note: Please list below, *in alphabetical order*, those persons on *Form I* whose professional service is evaluated as *unsatisfactory*. Attach a *Form C (green)* for each name listed, on which appropriate details are given. If the person is a probationary teacher or a special substitute teacher in his first or second year of service, list his name below but do not complete *Form C (green)*. Instead, be sure appropriate comments are given on *Form A, Progress Report of Educational Staff Members*, which is to be attached to *Form I*. Please note that not later than June 1 the principal should inform each individual evaluated unsatisfactory of this action, giving reasons therefor and suggestions which would help to bring about improvement. This will give the appropriate assistant superintendent sufficient time to review the evaluations submitted and to discuss with the principal any evaluation for which additional information may be needed. After June 1, an official communication from the Superintendent will be sent to each person whose professional service has been evaluated as unsatisfactory for this school year.

If there are no unsatisfactory teachers, please return this form with "None" written across it.

Name (Surname first) *	Grade or Subject Taught

* Write "Prob. T.": Probationary Teacher, or "S.S.": Special Substitute, when applicable.

34 03 0020

FORM B—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF INDIVIDUAL EDUCATIONAL STAFF MEMBERS WITH OUTSTANDING ABILITIES

(Supplement to Form II, Annual Evaluation)

Note: This form is to be filled out only for a person listed on *Form II*, in accordance with the note at the top of that form. Complete only those portions which apply.

Name _____ School _____ Date _____

Grade, Subject, or Assignment _____ Principal or Director _____

Signature

Unusual Skills, Outstanding Abilities and Contributions

(Relative to human relationships, technical skills, leadership, professional development, etc.)

Needs (Further experiences, training, etc.)

Greatest Potential (Area of work or type of position for which he might be considered)

349 03-0030

FORM C—ANNUAL EVALUATION OF THE PROFESSIONAL SERVICE OF INDIVIDUAL EDUCATIONAL STAFF MEMBERS WITH MARKED WEAKNESSES OR WHOSE WORK IS UNSATISFACTORY

(Supplement to Annual Evaluation Forms III and IV)

Note: This form is to be filled out only for a person listed on Form III or Form IV, in accordance with the notes at the top of those forms. Complete only those portions which apply.

Name_____ School_____ Date_____

Grade, Subject, or Assignment_____ Evaluation_____
(Satisfactory or Unsatisfactory)

Health (Attendance, ability to meet responsibilities of position, etc.)

Relationships (With pupils, parents, colleagues, and supervisory and administrative officers)

Classroom Management

Effectiveness of Instruction

Other Comments

Prognosis for Improvement (Conditions that might bring improvement, types of help needed, etc.)

Principal or Director_____
(Signature)

BALTIMORE CITY PUBLIC SCHOOLS

PROCEDURES FOR EVALUATION OF TEACHING STAFF

Philosophy and Rationale

The function of the Baltimore City Public Schools is to educate the children and adults enrolled. The procedures outlined below are designed to bring about the evaluation of the effectiveness of the teaching staff in carrying out that function.

The purpose of teacher evaluation is to improve instruction and to encourage growth in professional ability and responsibility on the part of the staff. The evaluation process includes procedures for recognizing the competence of staff members and provides opportunities for teacher self-appraisal against clearly stated criteria.

The distinction between *observation* and *evaluation* should be clear. *Observation* refers to seeing and hearing, recording, reviewing, and analyzing of teacher performance throughout the year. *Evaluation* refers to the making of judgments by the principal, based upon the information accumulated on all aspects of the teacher's professional performance for the completion of the evaluation form at the end of the year.

Criteria and Indicators for Teacher Evaluation

(1) The teacher's performance is measured with reference to eleven specific criteria. These criteria provide a listing of expectations and a framework for developing and maintaining an effective staff.

(2) If the evaluation system is to be useful to teachers, the expectations of the evaluator must be clearly understood. To clarify the criteria, each is illustrated by a list of indicators. No indicator is to be considered optional. Rather, all indicators under each criterion considered must be addressed in both the observation and the evaluation reports. The principal and faculty together are to review the criteria and indicators at the beginning of each school year. The evaluation process then becomes a continuous cycle of data collection through classroom visits, conferences, and staff interaction throughout the school year.

(3) At the beginning of the school year, all teachers will receive the procedures and forms to be used in the evaluation process. Teachers may then engage in a continuous process of self-evaluation throughout the school year. Staff members are encouraged to submit to the principal a written self-evaluation prior to the annual evaluation for purposes of discussion.

Participants' Roles in the Teacher Evaluation Process

The principals are the only evaluating officers in their schools. Principals collect data relative to the criteria and indicators from their own observations as well as from any of several staff members assigned to work with teachers. Such staff are senior teachers, department heads, assistant principals, regional staff and central office staff responsible for systemwide instruction. At least one observer must be other than school-based if a rating of *Unsatisfactory* or *Needs Improvement* is given.

Evaluation Cycle

(1) All elected teachers must be evaluated once by May 1 each year.

(2) All non-elected teachers must be evaluated twice by December 1 and by May 1 each year.

(3) All teachers, regardless of status, must be evaluated twice each year, by December 1 and by May 1, if rated as *Unsatisfactory* or *Needs Improvement* the previous year

(4) A principal may submit an evaluation of a teacher at any time deemed necessary, provided the proper evaluation procedures have been followed. These procedures include the minimum number of required observations by the appropriate staff as described above.

The principal must submit each evaluation to the Regional Superintendent and provide a copy for the teacher.

Observations, Conferences, and Records

(1) There are three purposes for classroom observations

–To observe the progress of students in the instructional program.

–To insure adequate supervision of and support for the teacher in order to increase effectiveness.

–To insure that judgments made and recorded about teachers' performance are valid because they are based upon predetermined criteria.

(2) A minimum number of classroom observations is required each year

–Probationary teacher: 4 (2 each semester)

–Tenured teacher: 2

–Tenured teacher with less than satisfactory evaluation in previous year: 4 (2 each semester)

(3) The principal will observe every teacher at least once each school year.

–The non-tenured teacher will be observed by more than one qualified person each year.

–The tenured teacher may be observed by more than one qualified person each year.

–Any teacher evaluated as *Unsatisfactory* or *Needs Improvement* must have been observed by a qualified staff member other than school-based staff.

–Observers are defined as principals, assistant principals, senior teachers, department heads, and regional and central office staff.

(4) Half the number of required observations must be announced to the teacher in advance.

(5) Teachers are encouraged to invite qualified staff members to observe lessons.

(6) Observers are encouraged to hold a pre-observation conference with the teacher in the case of announced observations in order to discuss the purposes of the observation.

(7) Notes are to be made of the observation, preferably during the observation. The notes should be as factual and objective as possible.

(8) Observers are required to hold a post-observation conference with the teacher within a reasonable period of time. The bases of the observation and post-observation conference are the performance criteria and their indicators. Criteria one through nine (9) must be addressed in the conference by other than school-based staff. School-based staff are to address criteria one (1) through eleven (11).

(9) Teachers are encouraged to provide informational and material evidence of their effectiveness. Student performance related to the criteria provides appropriate data. Teacher-made and student-made materials are part of the observation and conference and may be appended to the Observation and Conference Report Form.

(10) The conference is an extension of the observation. Written notes on the observation are discussed, clarified, corrected, and extended. Techniques and plans for professional growth and improvement are outlined. Plans are made to provide support and schedule further observations as necessary. Appropriate recognition of successful performance and growth is given. Similarly, performance which the observer considers to be unsatisfactory is clearly identified. Constructive candor is expected.

(11) Minimally, a post-observation conference should cover the following points

(a) Were the lesson objectives appropriate for the students?

(b) Did the teacher teach to the objective?

(c) Were the methods used effective? What alternative methods were used? What alternative methods could have been used?

(d) Were appropriate learning principles applied?

(e) Did the students attain the lesson objectives? What evidence supports this?

(f) What specific techniques are recommended for professional growth and improvement?

(12) Other conferences (to set objectives, to follow up plans for improvement, to complete evaluation reports, and similar activities) will be scheduled as necessary. All conferences may include data and discussion of professional performance other than the observation but within the scope of the criteria.

(13) The teacher will sign the Observation and Conference report, and other data collected and retained for purposes of evaluation. The signatures do not indicate agreement but verify that the teacher has seen the materials. Signed copies of the Observation and Conference reports must be forwarded to the teacher and principal.

The Evaluation Form

(1) The evaluation form is completed by the principal and discussed at a conference with the teacher. The principal is required to give a copy of the completed form to the teacher prior to the conference.

(2) The completed evaluation form should produce no surprises for the teacher. The process insures this by

–Making criteria and indicators known at the beginning of the evaluation period.

–Providing for a minimum number of observations and conferences between the teacher and observers.

–Requiring that the teacher be given the opportunity to sign all data collected for evaluative purposes.

–Basing the evaluation on the data collected by and for the evaluator and teacher throughout the period of employment since the previous evaluation.

(3) Performance is evaluated for each of the criteria. The evaluation is indicated by the selection of one of five categories for each criterion: *Superior, Good, Satisfactory, Needs Improvement,* or *Unsatisfactory*.

–The category *Superior* indicates that the performance on the criterion was such as could be used as a model for the staff.

–The category *Good* indicates that performance has been attained in a manner which, though not superior, is significantly better than satisfactory.

–The category *Satisfactory* indicates the criterion has been attained in a manner which is consistently acceptable.

–The category *Needs Improvement* indicates that criterion has not been attained in a manner which is consistently accept-

able. A supporting statement must be given to describe the teaching behaviors needing improvements so that satisfactory performance or better might be achieved in the following evaluation period. Follow-up plans must be listed.

The category *Unsatisfactory* indicates that, although weaknesses have been identified through observations and conferences, and services have been provided to support improvement, performance is such that the criterion has not been attained. A supporting statement must be given to describe the improvements which must be made. Follow-up plans must be listed.

The evaluation made must be based on data collected during the current evaluation period.

(4) The *Overall Evaluation* is based upon the evaluations on the eleven criteria. These are explained on the form.

(5) The *Record of Observations, Conferences, and Assessments* section should include all observations and conferences in which reports were recorded and filed for the evaluation period. The names (with dates) of all observers and conferees with the teacher must be recorded. The Assessment of Instructional Performance or Overall Assessment of Performance (by school-based staff) must be recorded.

The teacher and evaluator must sign the evaluation form. The signature of the teacher does not indicate agreement.

The form is then submitted to the Regional Superintendent.

(6) *Recommended Actions* based upon the *Overall Evaluation* are listed on the form.

Performance Criteria and Indicators

Instructional Criteria

(1) DEMONSTRATES PROFICIENCY IN THE USE OF ENGLISH

Indicators

(a) Serves as a model for students by observing the conventions of oral Standard English
(b) Employs the appropriate conventions of edited Standard English in all written work, particularly that which appears before students
(c) Communicates with reasonable clarity, conciseness, and precision in both speaking and writing

(2) DEMONSTRATES COMPETENCE IN THE SUBJECT FIELD(S)

Indicators

(a) Demonstrates command of subject field adequate for the provision of instruction in the present assignment
(b) Presents accurate information
(c) Clarifies or corrects inaccurate information given by students

(3) APPRAISES STUDENT LEARNING LEVELS, INTERESTS AND NEEDS (To be addressed in post-observation conference.)

Indicators

(a) Uses information in cumulative folders and in other school records relative to student physical, social, emotional and academic development
(b) Uses information from observing and talking with students individually and in groups
(c) Is available for consultation with parents
(d) Uses appropriate diagnostic procedures
(e) Consults with professional staff members

(4) ESTABLISHES LEARNING OBJECTIVES AND PLANS INSTRUCTION CONSISTENT WITH APPRAISAL OF INDIVIDUAL STUDENT NEEDS AND REQUIREMENTS OF BCPS CURRICULUM FRAMEWORK

Indicators

(a) Uses courses of study and curriculum guides currently available in appropriate subject areas
(b) Selects objectives (cognitive, affective, psychomotor) appropriate for the learner
(c) States instructional objectives in terms of student behaviors
(d) Organizes learning tasks in a sequence logical to students
(e) Maintains appropriate balance among various subject areas and within the subject itself
(f) Makes realistic provisions for differences in students' abilities
(g) Writes daily lesson plans consistent with the above indicators
(h) Provides written evidence of long-range planning

(5) USES EFFECTIVE INSTRUCTIONAL METHODS

Indicators

(a) Uses motivational techniques appropriate to the learner and the objectives
(b) Provides for individual differences in rates of learning by differentiating instruction and assignments
(c) Assists students in and holds them responsible for organizing their work, following oral and written directions, and completing assignments
(d) Organizes the class to encourage student leadership and responsibility and develops student skills in individual and group decision making
(e) Provides activities which develop critical thinking, resourcefulness, responsibility, and creativity
(f) Uses a variety of teaching techniques balancing teacher-centered and student-centered activities
(g) Uses teaching methods appropriate to lesson objectives
(h) Assigns and evaluates homework
(i) Uses prompt and frequent reinforcement to encourage students to complete learning tasks

(6) USES EFFECTIVE INSTRUCTIONAL RESOURCES.

Indicators

(a) Utilizes a variety of print and non-print instructional materials in both the classroom and media center
(b) Provides activities for students to utilize under supervision and independently a variety of print and non-print materials in both the classroom and media center
(c) Encourages students to pursue independently a variety of print and non-print resources
(d) Utilizes human and/or material resources in the school and community

(7) KEEPS AN ACCURATE, SYSTEMATIC, ONGOING RECORD OF STUDENT ACHIEVEMENT (To be addressed in post-observation conference.)

Indicators

(a) Provides students, parents and administrators with specific and concrete data regarding the achievement of each student
(b) Follows BCPS guidelines for official recording and reporting of student progress
(c) Explains course requirements and grading procedures to students at the beginning of each marking period
(d) Provides guidance to students in analyzing, evaluating, and reviewing their own work

(e) Uses alternative methods of evaluation where appropriate
(f) Marks and returns papers promptly

(8) ESTABLISHES AND MAINTAINS EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT PROCEDURES.

Indicators:

(a) Establishes, explains, and posts classroom rules and procedures
(b) Follows, and requires students to follow, procedures which show consideration for the rights of others
(c) Maintains a classroom conducive to safety and good health
(d) Arranges classroom and controls sound levels in order to provide for a variety of learning situations
(e) Maintains a purposeful educational tone in the classroom

(9) APPRAISES THE EFFECTIVENESS OF ONE'S OWN INSTRUCTIONAL PROGRAM AND METHODS. (To be addressed in post-observation conference.)

Indicators:

(a) Evaluates both long-range progress toward goals and short-range achievement of objectives of classroom activities
(b) Discusses and analyzes teaching program and practices with other staff members
(c) Seeks and accepts feedback from students
(d) Uses results of lesson and unit assessments in planning

Non-Instructional Criteria. (To be addressed by school-based staff.)

(10) PERFORMS APPROPRIATE NON-INSTRUCTIONAL FUNCTIONS NECESSARY TO THE TOTAL SCHOOL PROGRAM.

Indicators:

(a) Performs assigned tasks thoroughly, accurately and punctually
(b) Assumes responsibility for care of materials, equipment, and classroom
(c) Shares responsibility for student behavior throughout the building
(d) Works with colleagues to improve the effectiveness of the total school program
(e) Participates in extra-curricular activities

(11) MEETS ACCEPTED STANDARDS OF PROFESSIONAL BEHAVIOR.

Indicators:

(a) Observes school policies and regulations
(b) Maintains attendance and punctuality consistent with the policies of the Board of School Commissioners
(c) Presents appropriate professional appearance
(d) Demonstrates physical and emotional adequacy consistent with the demands of the profession
(e) Shows respect for colleagues, students, parents, and other community members
(f) Listens and responds to concerns of others

Baltimore City Public Schools, an Equal Opportunity Employer,
offers equal employment and educational opportunities under Title IX.

401-00688

TEACHER EVALUATION FORM · BALTIMORE CITY PUBLIC SCHOOLS

Name _____ Social Security # _____
last first initial

School # _____ Region _____ Status _____

Assignment (Grade, Level, Subject, etc.) _____

e7a 401-00560

Date _____
mo/day/yr

PERFORMANCE CRITERIA	Unsatisfactory	Needs Improvement	Satisfactory	Good	Superior	COMMENTS
1. Demonstrates proficiency in the use of English						
2. Demonstrates competence in the subject field(s)						
3. Appraises student learning levels, interests and needs						
4. Establishes learning objectives and plans instruction consistent with appraisal of individual student needs and requirements of BCPS curriculum framework						
5. Uses effective instructional methods						
6. Uses effective instructional resources						
7. Keeps an accurate, systematic, ongoing record of student achievement						
8. Establishes and maintains effective classroom discipline and management procedures						
9. Appraises the effectiveness of one's own instructional program and methods						
10. Performs appropriate non-instructional functions necessary to the total school program						
11. Meets accepted standards of professional behavior						
TOTALS						

Overall Evaluation _____

GUIDELINES FOR 1–11

3 or more U . . . . . U
6 or more U or NI . . . . . U
1 or 2 U . . . . . NI
4 or 5 NI . . . . . NI

0 U, no more than 3 NI . . . . . S
6 G or SU, remainder S . . . . . G
8 SU, remainder S or G . . . . . SU

RECORD OF OBSERVATIONS, CONFERENCES, AND ASSESSMENTS

OBSERVER	DATE	O/C	ASSESSMENT

Name _____ School _____

Principal's Comments *(This section must be completed for any ratings of less than Satisfactory. Include supporting statements and plans for follow-up. Use this section for commendations also.)*

_____

_____

_____

_____

_____

_____

_____

Attendance: Days present _____ Days absent _____ Days late _____ No. of school days to date _____

RECOMMENDED ACTIONS

☐ Retain ☐ Release ☐ Initiate Election Procedure ☐ Transfer *(Cite circumstances under "Principal's Comments.")*

GUIDELINES FOR RECOMMENDED ACTIONS

Status	*Evaluation*	*Recommended Action*	*Comments*
P or NE, 1st year	U	Release	
P or NE, 1st year	NI	Transfer Retain with Support	
P or NE, 2nd year	U or NI	Release	
NE, 2nd year	S	Elect	
TE	U	Release Retain with Support Transfer *(If second consecutive U, release.)*	
TE	NI	Retain with Support	

Principal's Signature _____ Date _____ *mo/day/yr*

Teacher's Signature _____ Date _____ *mo/day/yr*

(By signing this form, the teacher verifies the fact that the TEACHER EVALUATION FORM was read and discussed. The teacher does not necessarily have to agree with the contents. The teacher may comment below.)

Teacher's Comments

_____

_____

_____

_____

_____

_____

ATTACH ANY ADDITIONAL INFORMATION TO THE BACK OF THIS SHEET

DISPERSAL LEGEND: Personnel File—White/Coordinator—Blue/Regional Office—Green/Principal—Canary/Department Head—Pink/Teacher—Goldenrod

e7b

TO BE FORWARDED TO REGIONAL SUPERINTENDENT

401-00581

o7o

OBSERVATION AND CONFERENCE REPORT FORM
BALTIMORE CITY PUBLIC SCHOOLS

Name _____ Social Security # _____
last first initial

School # _____ Region _____ Status _____

Assignment (Grade, Level, Subject, etc.) _____

Class _____ Date _____ Time _____
mo/day/yr

PERFORMANCE CRITERIA	COMMENTS	Unsatisfactory	Needs Improvement	Satisfactory	Good	Superior
1. Demonstrates proficiency in the use of English						
2. Demonstrates competence in the subject field(s)						
3. Appraises student learning levels, interests and needs						
4. Establishes learning objectives and plans instruction consistent with appraisal of individual student needs and requirements of BCPS curriculum framework						
5. Uses effective instructional methods						
6. Uses effective instructional resources						
7. Keeps an accurate, systematic, ongoing record of student achievement						
8. Establishes and maintains effective classroom discipline and management procedures						
9. Appraises the effectiveness of one's own instructional program and methods						
	TOTALS (1–9)					

GUIDELINES FOR 1–9

3 or more U . . . . . U
5 or more U or NI . . . . . U
1 or 2 U . . . . . NI
3 or 4 NI . . . . . NI

0 U, no more than 2 NI . . . . . S
5 G or SU, remainder S . . . . . G
7 SU, remainder S or G . . . . . SU

Assessment of Instructional Performance _____

Observer _____ Title _____

TO BE COMPLETED BY BUILDING LEVEL STAFF ONLY

10. Performs appropriate non-instructional functions necessary to the total school program						
11. Meets accepted standards of professional behavior						
	TOTALS (1–11)					

GUIDELINES FOR 1–11

3 or more U . . . . . U
6 or more U or NI . . . . . U
1 or 2 U . . . . . NI
4 or 5 NI . . . . . NI

0 U, no more than 3 NI . . . . . S
6 G or SU, remainder S . . . . . G
8 SU, remainder S or G . . . . . SU

Overall Assessment of Performance (Criteria 1–11) _____

Observer _____ Title _____

401-00682

Name _____ School _____

OBSERVATION NOTES

(Detachable Worksheet)

Observation Date _____
mo/day/yr

401 00564

Name _____ School _____

CONFERENCE NOTES Conference Date _____ *mo/day/yr*

Areas of Focus _____

Supporting Statements and Follow-up Planned *(This section must be completed for any criterion rated less than Satisfactory.)*

Teacher's Signature _____

(By signing this form, the teacher verifies the fact that the OBSERVATION AND CONFERENCE REPORT was read and discussed. The teacher does not necessarily have to agree with the contents. The teacher may comment below.)

Teacher's Comments _____

OBSERVATION NOTES Observation Date _____ *mo/day/yr*

ATTACH ANY ADDITIONAL INFORMATION TO THE BACK OF THIS SHEET

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 351
Series 1978-79

April 30, 1979

PERSONNEL

Annual Evaluation:
Educational Staff

TO: All Principals, Heads of Central Office Units and Regional Superintendents

FROM: John L. Crew, Sr., Superintendent of Public Instruction
John G. Gist, Deputy Superintendent, Public Instruction
Rebecca E. Carroll, Deputy Superintendent, Bureau of Education
Lewis H. Richardson, Jr., Deputy Superintendent, Fiscal and Business Management
Thomas W. Wallace, Acting Assistant Superintendent, Personnel Services

The Rules of the Board of School Commissioners and the pertinent negotiated agreements require an annual evaluation of the professional services of educational staff members. All principals, central office, and regional office supervisors are required to submit evaluation reports.

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I. Staff To Be Evaluated And Procedures To Be Used By Evaluators

A. Staff to be Evaluated

1. All classroom based teachers are to be evaluated using the Teacher Evaluation Form introduced last year (see attachment). This includes per diem substitutes in an extended but same assignment of six months or more.

2. All building level principals and assistant principals will be evaluated using the "Performance Evaluation of School Based Administrators" form (see attachment).

3. All other educational employees will be evaluated using Form "A" (see attachment). Teacher/Teacher Level staff includes: educational associates, field associates, staff associates, workstudy associates social workers, school psychologists, guidance counselors, department heads, and senior teachers. Administrative staff includes those persons at levels 6, 5, and 4.

4. All staff persons assigned by February 15, 1979, are to be evaluated under the stipulations of this circular. Staff entering after February 15 should be evaluated by June 10.

5. Staff members not included and/or not listed on the machine prepared list should be listed with teaching assignment and entry date. Indicate the period of service as Satisfactory or not. A separate sheet should be used for per diem Substitutes. It should be attached to the machine list.

B. Procedures to be Used by Evaluators

1. The principal/central/regional office supervisor is the evaluator for educational staff persons assigned to the payroll location. Assistant principals, educational specialists, project managers, department heads, senior teachers, etc., who assist in the supervision of teachers and teacher level staff persons, will have forwarded observation reports, as appropriate, to the evaluator for use in rendering the official year ending evaluation. The principal/central/regional office supervisor must keep this information on file.

2. All official evaluations must be issued from the staff members payroll location. Informal evaluations of services from educational staff members assigned to more than one school building, (e.g., resource teachers of art, music, physical education, speech correction, school social workers, etc.) must be rendered in cooperation with the payroll principal. The Regional Superintendent must be consulted by the principal of the payroll school in the filing of a single year-end evaluation. Only one official evaluation is to be rendered on any one staff person. The distribution procedure is outlined on page 5.

C. Observation Reports and Annual Evaluations

1. Evaluation of services is a continuous process. Signed Summary Observation Reports must be maintained as documentation for the final evaluation. Appropriate contracts should be consulted for documentation procedures and responsibilities in the evaluation process. The evaluators must meet with all staff members assigned to the payroll location for purposes of discussing and signing the annual evaluation.

2. Evaluations of persons receiving ratings of With Weaknesses, Needs Improvement or Unsatisfactory, like other staff persons, must have copies of their observation reports and evaluations given to them. Previous reports must have included suggestions which will assist in improvement. They must have been signed. This is part of the required process in use of the Observation Report, mid-year evaluation and final year evaluation.

D. Alphabetical Listing for Evaluations

A four-part printout of educational staff members by alpha sequence in payroll location has been prepared. It should be carefully checked for necessary additions or corrections. Formal evaluations as indicated on the individual evaluation forms must be affixed on the printout. Follow deadlines as specified.

F. Release of Staff

The Deputy Superintendent of Public Instruction must receive recommendations for dismissal of Unsatisfactory/Needs Improvement/Satisfactory with Weakness personnel no later than May 18, 1979, from regional and central office assigning officers. Copies should be forwarded to the Personnel Division, Certification and Records Center, Attn: Staff Terminations. After reviewing the recommendation for dismissal of a staff member, the Deputy Superintendent will forward this information to the Superintendent for review and final disposition. Persons whose services are to be terminated must be notified of their dismissal no later than May 30,1979 , by the Superintendent of Public Instruction. Copies of the termination letter will be forwarded to the appropriate Regional Superintendents, Assistant Superintendents, building level/ central office Administrative Heads and the Personnel Division.

Recommendation for release of individual staff persons must be supported by appropriate written documentation. The request to the Office of the Superintendent of Public Instruction, Attn: Deputy Superintendent of Public Instruction, to terminate staff persons must include appropriate written documentation pertaining to noted deficiencies as well as staff services rendered for remediation and improvement. This should be reviewed by the Regional Superintendent in a conference with the building level administrator before submission to the central office.

Questions concerning the mechanics of this procedure should be referred to the office of the Assistant Superintendent, Extension 6-6803 or the Staff Director, 6-6912.

II. Guidelines For Evaluations

A. Guidelines for Evaluations of All Teacher/Teacher Level Staff

1. Observations

Teachers who have not been granted tenure shall be observed at least four (4) times during the school year. Non-tenured teachers shall be observed by more than one qualified person each year. Teachers who have been granted tenure shall be observed at least two (2) times during the school year. Each observation shall be with full knowledge of the teacher for a sufficient period of time to permit an appraisal of the instructional activity.

2. Evaluations

A written mid-year and final evaluation report, including conference(s) shall be held for non-elected teachers. Elected staff shall have an annual conference and written evaluation report at least once each year.

An overall assessment shall be submitted by the evaluator which clearly indicates adherence to the performance criteria established in the Teacher Evaluation Form.

The written performance evaluation report must be shared with the teacher within the stipulated period of time. At that time the teacher must sign the report and be given a copy. Signature does not indicate agreement with the evaluation. When a teacher refuses to sign, the evaluation should be witnessed by the evaluator and another responsible staff member in the presence of the staff person. Appropriate adjustments shall be made in documentation, conferences, observations and assistance as necessary for staff rated less than Satisfactory.

3. Rating Scale, Guidelines, and Dispersement of Evaluation Form - Classroom Teachers

The rating scale and guidelines for evaluation must be followed. Please note: Staff evaluated on this form are to be rated as Superior, Good

Satisfactory, Needs Improvement, or Unsatisfactory (see attachment). The signed evaluation form should be dispersed according to the indicated legend.

White copy to the Personnel Division
Green " " " Regional Office
Canary " " " Principal
Pink " " " Department Head/Senior Teacher
Goldenrod " " Teacher

4. Form "A" for Evaluation of All Non-Classroom Teacher-Level Positions and Regional/Central Office Staff (see attachment)

Form "A" should be used in evaluating the services of all non-classroom teacher level staff persons. Two copies of Form "A" for each of these staff persons will be forwarded under separate cover from the primary rater to the appropriate office. One copy should be retained for the primary rater's information/files. The original is the copy of record and it must be forwarded to the Personnel Division after review by the appropriate regional/central office; the second copy remains in the regional or division office.

The general evaluation of performance of each staff member should be indicated by checking: Satisfactory or Unsatisfactory. For those persons with outstanding abilities or specific weakness, the additional forms must be completed and attached to Form "A".

a. Outstanding Abilities - Form B
The yellow form should be completed.

b. Satisfactory with Weakness - Form C
The green form should be completed.

c. Unsatisfactory - Form C
The green form should be completed.

5. Required Memorandums

Completed evaluation forms and IBM sheets must be forwarded from the designated evaluators to the Regional Office. The Regional Office is to forward evaluation forms and IBM sheets to the Personnel Division no later than May 25, 1979. The Regional Office must include a cover memorandum designating the evaluation of all staff rated less than Satisfactory. Staff rated Superior or Good should be specified on a separate cover memo. This should be received in the Personnel Division no later than May 25, 1979.

6. Evaluation Form Supply

Copies of the Evaluation Forms and the Observation Conference Report Forms, as appropriate, were forwarded to all payroll locations and Regional Offices. Additional copies as needed may be obtained by calling the Administrative Assistant in the appropriate regional office.

B. Guidelines for Evaluation of Building Level Administrators

1. Conferences

Building Level Administrators must have conferred with their immediate supervisors on a previously submitted list of goals and objectives to which the administrators and their staffs were to give major attention during the school year.

A second conference report must have been scheduled to discuss progress towards programs, goals, and objectives of the administrators.

2. Evaluations

An appropriate assessment shall be submitted by the evaluator, using the evaluation form which clearly indicates adherence to the performance rating criteria set forth in the "Performance Evaluation of School Based Administrators". This assessment should include the Conference Form (see attachment).

The building level administrator shall sign the report, made up of Evaluation Form and Conference Form (end of year report). Such signature verifies that the evaluation was read and discussed.

3. Form for Evaluation of Building Level Administrators - Performance Evaluation of School Based Administrators

The forms for "Performance Evaluation of School Based Administrators" should be completed as indicated in the Guidelines for Performance Evaluation of School Based Administrators".

The final evaluative session must be conducted between May 1st and July 31st. However, those staff members whose rating mandates a change of assignment must be submitted with a cover memo no later than May 18. Appropriate conferences must be held prior to submitting this information. Evaluations of all other building level administrators must be received in the Certification and Records Center no later than August 1 with a cover memo from the regional office/central office supervisor indicating the evaluation.

III. Evaluations - Levels II, III

They shall be annually evaluated/have a conference annually. Form "A" will be utilized by the appropriate supervising officer. Both the evaluation and conference shall be rendered in accordance with appropriate Bureau/office goals and documentation to support statements of performance. Deadline shall be August 15. Due process guidelines shall be governable in matters of administrator's complaint.

IV. Chart - Due Dates

Assignment of Ratings

Rating Level	Staff Being Evaluated	Instrument Used	Date Items Due in Personnel Division From Regional or Central Office	Other Notes
Satisfactory	Classroom Teachers	Teacher Evaluation Instrument (see attached)	May 25	Attached copy is a single sheet; use NCR packet for each rated individual
"	Non-Classroom Teacher Level Persons	Form A (see attached)	May 25	
"	Regional/Central Office Staff	Form A (see attached)	May 25	Secure data printout under separate cover from regional or central office.
"				
Professionally Competent	Principals/ Assistant Principals	Performance Evaluation of School Based Administrators (see attached)	August 1	Summary data printout for each payroll location should be marked with each individual's rating; forward 3 copies to region; region forwards 2 copies to Personnel
Good, Superior, Outstanding	Classroom Teachers	Teacher Evaluation Instrument	May 25	
	Non-Classroom Teacher Level Positions	Form A and B	May 25	
or	Regional/Central Office Staff	Form A and B	May 25	
High Quality Performance	Principals/ Assistant Principals	Performance Evaluation of School Based Administrators	August 1	

Rating Level	Staff Being Evaluated	Instrument Used	Date Items Due in Personnel Division from Regional or Central Office	Other Notes
Marked Weakness, Needs Improvement, Unsatistisfactory	Classroom Teachers	Teacher Evaluation Instrument	May 18	
	Non-Classroom Teacher Level Persons	Form A and C	May 18	
or	Regional/Central Office Staff	Form A and C	May 18	
Unacceptable Performance	Principals/ Assistant Principals	Performance Evaluation of School Based Administrators	May 18	

Termination Information

Items Requiring Action to Terminate	Staff Being Evaluated	Instrument Used	Date Items Due in Personnel Division from Regional or Central Office	Other Notes
	Classroom Teachers	Teacher Evaluation Instrument	May 25	Send to Deputy Superintendent of Public Instruction; copy to Personnel Division, Certification and Records Center, Attn: Staff Terminations
	Non-Classroom Teacher Level Persons	Form A and C	May 25	

Additional Forms

Steps for Receiving Additional Forms	Staff Being Evaluated	Instrument Used	Action Needed	Other Notes
	Classroom Teachers	Teacher Evaluation Instrument	Call Regional Office	Reminder: Number of required forms should be on hand in each location; extremely limited supply of additional sets if available
	Non-Classroom Teacher Level Persons, Regional and Central Office Staff	Form A Form B Form C	Call Regional Office Submit Class "A" Requisition	
	Principals/ Assistant Principals	Performance Evaluation of School Based Administrators (Evaluation Form and Conference Form)	Contact Regional Office	